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ABSTRACT

This case study of the effects of school restructuring on at-risk students focused on the grade 11 Humanitas Program at seven Los Angeles schools. Humanitas was initiated to improve the humanities education of average students in urban schools with a large minority population. The following measures were used to compare Humanitas students with non-Humanitas students: (1) student attitude surveys; (2) student writing samples; (3) standardized test scores; (4) school records; (5) teacher and administrator questionnaires; and (6) teachers' course assignments. The following conclusions are presented: (1) Humanitas had a positive effect on students' thinking and writing; (2) students and staff tended to rate Humanitas class experience more positively than comparison classes; (4) at-risk Humanitas students tended to feel that Humanitas teachers had higher expectations, gave more and harder assignments, and encouraged more class discussion than non-Humanitas teachers; (5) Humanitas seniors took more college-oriented courses and applied to four-year colleges more frequently than non-Humanitas seniors; (6) there were no differences in student attitudes toward peers, educational plans, or self-confidence; (7) over time, at-risk Humanitas students seemed to increase their confidence about writing compared to at-risk non-Humanitas students; and (8) participation in Humanitas appeared to improve attendance and dropout rates. A list of 17 references, samples of essay assignments, and 18 tables and 10 graphs of statistical data are appended. (FMW)

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# EFFECTS OF RESTRUCTURING ON DISADVANTAGED STUDENTS: Humanitas--A Case Study

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## INTRODUCTION

Many political, business and education leaders believe that the traditional structure and organization of schools are not well suited to the economic and social demands of our society. In reports such as *A Nation Prepared* (Carnegie, 1986) and *Time for Results* (NGA, 1986), these leaders have called for fundamental restructuring of our education system in order to reach students more effectively. Many different approaches to these challenges are being explored around the country: site-based management, effective schools, teacher empowerment, and interdisciplinary curricula, among others. However, despite the many reforms recently initiated in schools and some evidence of positive effects on teachers (c.f., Aschbacher, 1990), evidence of the effects of such programs on students, particularly on disadvantaged or "high risk" students, is needed.

A key assumption in many views of reform, shared by the National Governors' Association (Cohen, 1990) is that the primary rationale for restructuring is the need to improve the productivity of the education system, and in particular, to help students acquire higher order thinking skills. It is those skills which separate truly educated people who are capable of generating ideas of their own from people who are the passive recipients of the ideas of others. Moreover, in an economy dominated by an accelerating rate of change, thinking skills and the resultant capacity for continuous learning are critical (New Jersey Basic Skills Council, 1986).

In addition to problem solving skills, however, success in the classroom and beyond requires certain conative behaviors and attitudes such as the confidence to accept challenges and to risk making mistakes or failing, persistence at a difficult problem, self-regulation, and the acceptance of responsibility for one's own learning. For example, one study suggested that good thinkers and problem solvers differ from poorer ones not so much in their particular skills as in their tendency to use them (Belmont, Butterfield, & Ferretti, 1982).

The traditional approach to instruction, emphasizing mastery of basic skills as a gateway to a more challenging "thinking curriculum" (Resnick & Klopfer, 1989) tends to leave many students (particularly those with limited English proficiency, poorly educated parents, or learning difficulties) in remedial or general track classes predominated by boring drill and practice (Oakes, 1990). One of our greatest challenges is to successfully educate such students who are prone to academic failure and dropping out (Catterall, 1988)., and whose numbers appear to be steadily increasing (Reed & Sautter, 1990). Our failure to educate these students limits their desirability for many employment opportunities, reduces their

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labor force participation and experience, and often prevents their effective transition to productive adult lives (Gainer & Sehgal, 1987).

What happens when disadvantaged students are provided with a rigorous "thinking curriculum" that emphasizes higher order skills such as analysis, synthesis and evaluation in an interdisciplinary curriculum, with high expectations for their reading, writing, and speaking, and with strong support from a "community" of peers and teachers? This paper explores the effects of one such restructuring program on high school students in a large urban setting. The basic questions were:

- What effects does the program have on students' achievement, attendance, attitudes and college orientation?
- How are the most "at risk" students affected?
- Are the effects, if any, cumulative?

## PROGRAM DESCRIPTION

The Humanitas Program was initiated in the Los Angeles Unified School District in 1986 by the Los Angeles Educational Partnership to improve humanities education for *average* students in an urban setting with a large minority population. This district is particularly appropriate for studying the effects of restructuring on at risk students since it is comprised of a very diverse student population, many of whom come from low income, ethnic and language minority families, and have a history of poor test scores and school performance.

The Humanitas Program's intent is to provide all its students with opportunities to develop higher order thinking and writing skills, and to offer them a sense of ownership in the teaching-learning process -- advantages that are typically offered only in honors and advanced placement classes. A second objective is to promote the professional growth and effectiveness of teachers (see Aschbacher & Herman, 1990).

The program is now in its fifth year and involves 29schools, over 180 teachers, and 3500 students. It is an interdisciplinary, thematic, team-based approach to the humanities and is one of several programs among the Rockefeller Foundation's CHART Project to strengthen arts and humanities education in secondary schools.

Humanitas involves many of the basic characteristics of restructuring enumerated by Lieberman & Miller (1990), such as shared mission and goals, colleagueship, professional growth opportunities for teachers, flexible classroom sheduling and organization, resources to support change, site-based decisions, and partnership and networking with other schools, universities and the community (Aschbacher, 1990). In fact, the program has served as a model for several Los Angeles schools' site-based management plans (Aschbacher & Herman, 1990)

Humanitas teachers and students form a sort of team-within-a-school, in which students who elect to be in the program take three or four Humanitas classes together throughout the year, usually English, social studies, and art, and in some schools philosophy, drama, or even science. Students enroll voluntarily, although occasionally they may be assigned to the Humanitas classes or be unable to take them for scheduling reasons. In many schools there are teams at two or three grade levels, so students may choose to stay in Humanitas with many of the same peers for two or three years. Because of the structure of the program, Humanitas

teachers share ideas and notes on students' progress and problems, lending continuity and building rapport on otherwise crowded, impersonal urban campuses.

Teachers volunteer to participate in the program and are given at least three weeks of training and numerous other experiences in preparation and as continuing support. They work together to develop and organize their curricula according to jointly agreed upon themes (e.g., Race and Social Protest, or Women in the American Experience) rather than the more typical chronological or genre-based organization. They can also decide whether to teach their classes jointly or independently. Courses must meet state and district curriculum requirements, but teachers select or create many of their own materials and shape the courses to reflect their own strengths and the students' needs and interests.

Assignments are related across classes in order to emphasize relationships among subjects, and many teams ask students to participate in small or large group projects involving content from more than one subject area, such as a mock trial, play, debate, or video documentary. At the end of each unit (typically about six weeks long), students are required to write an interdisciplinary essay that connects their learning across all Humanitas classes. The following is a typical exam question from a unit on "Culture and Traditional Societies" from a ninth grade team:

> *The cosmology of a traditional culture permeates every aspect of that culture. This is illustrated in the following three cultural groups: The Eskimos, the Southwest Indians, and the Meso-Americans. Specifically discuss the spirit world that each group believed in and explain how it influenced their culture and values. Include examples from your reading in art history, literature, and social institutions to illustrate and substantiate your analysis. Finally, to what extent, if any at all, does the spirit world affect us today?*

## METHOD

This study focused primarily on the eleventh grade Humanitas Program at a sample of seven schools chosen to represent the district's diversity. The eleventh grade has the longest history of Humanitas participation and has two courses common to both Humanitas and non-Humanitas students: English and history. A mini case-study of attendance, dropout rate, and college orientation among tenth through twelvth graders with varying years of experience in the program was also conducted at one of the schools.

### Study of Seven Schools

Students studied. Table 1 provides some general background information on the seven schools in the sample. In general, the schools are comprised of students from relatively poor families, many with limited English fluency, very poor standardized test scores, and average or below average attendance rates. Only one school has an average test score near the state median. The others are quite low. Five of the seven schools have a much higher than average percent of parents who receive benefits from the federal Aid to Families with Dependent Children (AFDC) program, indicating low socioeconomic standing. Three schools have more than the state average percent of students who are limited-English-

proficient (LEP), which means they are not native English speakers and are not yet functional in English.

At each of the seven schools, one class of Humanitas students was compared with one class of non-Humanitas students ("comparison students") selected on the basis of ability level and demographics comparable to the Humanitas class, and taught by an active, enthusiastic, knowledgable non-Humanitas teacher. The match between Humanitas and non-Humanitas teachers and students at each site was as close as possible given the constraints of working with already formed classroom groups and having to rely on the willingness of non-Humanitas teachers to let their classes participate in the study. The match of comparison to Humanitas students was verified with school record data, teachers' class descriptions, and student questionnaire data.

Comparability. Humanitas and comparison classes were fairly similar in ethnicity, gender, college plans, teachers' perceptions of their ability, English proficiency, level of effort on important class assignments, proportion of students new to the school, and class experience with essays. However, Humanitas classes tended to have higher CTBS-language scores than did comparison classes. (See Tables 2 and 3).

Humanitas classes tended to be slightly larger than the comparison classes in the study. The average Humanitas class size was 32; the average comparison class size was only 26. Humanitas classes had a higher ratio of male to female students than comparison classes. The ethnic breakdown of both kinds of classes mirrored the school averages displayed in Table 2, with about three-fifths of the students being Latino and the rest spread over Caucasian, Black, Asian, and other.

Students in Humanitas and comparison classes did not differ significantly on other fall measures from the student survey, based on t-tests using the school as the unit of analysis. For example, they viewed similarly other students' cooperation, supportiveness, and willingness to work together, and had similar levels of self-reported aspirations and academic self-confidence. Humanitas and comparison classes' fall essay performance were not significantly different from each other on any of the eight essay rating scales, according to t-tests of the means using the school as the unit of analysis.

According to analyses of student record data from the previous (1988-89) school year, during which most students were not yet in the Humanitas program, the two groups of students were very similar with regard to their English grades and the number of days they were absent or suspended. The students who were in Humanitas the following year tended to have slightly higher CTBS scores across schools and slightly fewer referrals to the office for behavior problems although these differences were not statistically significant.

Data collection. The following data were collected:

- written surveys of student behavior and attitudes at the beginning and end of the school year;
- student writing samples in response to selected standard prompts at the beginning and end of the school year;
- standardized tests scores (CTBS);
- school records of attendance, suspensions, school dropout, and Humanitas program dropout;

- teacher questionnaires;
- administrator questionnaires; and
- teachers' course assignments in English and history.

Each student provided two writing samples, one in November and one in May, each on a different prompt. The order of the prompts was balanced in each class. The prompts were developed with the assistance of a committee of teachers to involve higher order thinking, to reflect the thematic, interdisciplinary approach of the Humanitas program, to be as integrated as possible into a typical eleventh grade social studies curriculum, and to be fair to both comparison and Humanitas students. An example of the prompts follows (additional instructions were given to students):

> *Choose one of the following statements, and write an essay to support the statement. Use specific examples from your knowledge of facts and concepts in history and in other fields of study, such as government, economics, literature, philosophy, the arts, and the sciences, to support your ideas. This is a chance to show what you know.*
>
> *Pick One*
>
> *1) Only when people feel an extraordinary need do they come together as a united social force.*
>
> *2) There is always conflict between the needs of individuals and the needs of society.*

Student writing samples were rated by trained school teachers on two sets of five-point scales: one set of three scales from the International Education Association Study of Writing (1986) and one set of five scales derived from a rubric developed by the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) to assess students' deep understanding of history via their writing (Baker, Freeman, & Clayton, 1990). These scales included the following:

- style and tone (IEA)
- organization and presentation of content (IEA)
- quality and scope of content (IEA)
- organization around concepts (CRESST)
- number of history concepts (CRESST)
- number of history facts (CRESST)
- number of interdisciplinary references (CRESST)
- accuracy

Approximatly ten percent of the essays were double scored to establish inter-rater reliability levels. Two approaches to establishing reliability were used: Pearson Product Moment correlations and percent agreement between raters (within one score point of each other on a 5-point scale). As Table 4 shows, both methods indicate relatively good inter-rater reliability on all scales in this study.

Mini Case Study

A separate, brief study of students at one high school was also conducted to document effects of the program on attendance, dropping out of school, and college orientation. This school was selected because its pupils, nearly all of whom are low-income, ethnic minority, inner-city students, typify those for whom the program was developed. In addition, some information was available at this school on students who had spent varying numbers of years in the program, thus providing a view of cumulative effects.

Students studied. Jefferson High School is located in South-Central Los Angeles and is one of the oldest high schools in the district. The ethnicity of the community has changed dramatically in the last ten years from a majority of Blacks to a majority of Hispanics. Students' families are primarily blue collar workers or unemployed. The majority of families are recent immigrants from Mexico and Central America. The neighborhood streets surrounding the school have barricades erected by police to cut down on drug trafficking and related crime. The school is completely fenced with entry gates guarded by several employees with walkie-talkies. The atmosphere of the campus is controlled calm.

School statistics available for the senior class provide some context for the study results. The senior class may be described as follows:

- only one-third of the students are U.S. citizens; the remaining two-thirds are amnesty applicants, resident aliens, undocumented residents and refugees;
- two-thirds of the students live in families with less than $15,000 total annual income;
- Four-fifths have parents who never attended high school;
- three-fifths of the seniors held jobs outside school; and
- four-fifths of the students are Hispanic; one-fifth are Black. A half-dozen students are Asian.

Comparability. Since the available school records were for the senior class of 1989, comparisons were made between senior Humanitas students and the rest of the senior class or the school as a whole rather than between Humanitas and "comparison" classes as in the study of other variables for eleventh graders in the sample of seven schools.

Humanitas seniors at Jefferson High had significantly higher CTBS reading scores from the beginning of their eleventh grade year than a random sample of non-Humanitas students (H mean = 779.5; non-H mean = 743.8; $t = 3.66$ (55 df), $p<.01$.). According to teacher interviews, Humanitas students comprise a wide range of capabilities and are not "the best and the brightest" among the school population. Some are gifted and some take honors and advanced placement (AP) classes, but many do not. Teachers reported that the class of 1989 was the most academically talented group they have had. In subsequent years as the program has expanded at that school, almost half the Humanitas students had failed at least one class in the past and entered with very low reading levels (many at the fourth to fifth grade level).

The program requires a fair amount of work, and students need to be fairly motivated in order to be willing to enroll in Humanitas classes and to remain in the program. The policy is to allow students to drop the Humanitas classes easily during the first two weeks of school. Those who remain are expected to do the work, which is considered by many teachers to be harder than other courses available to the students.

When asked about the nature of the students and their backgrounds, Humanitas teachers said their students have to deal with the same problems at home and at school as the rest of the school population. For example, they cited Humanitas students who had been active in gangs in junior high, others who had serious problems at home with ill, abusive, or absent parents, and still others who had high absence rates due to jobs that help support their families or due to the need to stay home to care for younger siblings when parents were absent or too ill to care for them.

The following data were collected: attendance, dropout rate, and "college orientation" (e.g. whether students have met the course requirements for University of California admission, grades at or above 3.0, whether they have taken the SAT, have taken honors or advanced placement classes, and applied to college). These data were available through the college counseling office and Chapter 1 office at the school.

## RESULTS AND DISCUSSION

To assess the effects of the program on students, we looked at:

**achievement** -- via performance on two essay writing measures, CTBS scores, grades in English (the single common class students take in both tenth and eleventh grade), student, teacher and administrator surveys, and rigor of course assignments;

**attitudes** -- revealed on student, teacher, and administrator surveys;

**college orientation** -- via school records; and

**discipline and attendance** -- from school records and surveys of teachers, students, and administrators.

We looked at administrators', teachers', and students' perceptions of the program's effects on students and also used direct measures of performance and behavior. We analyzed the main outcome variables for the subset of students who have very low CTBS language scores and are thus at high risk of failing in school and of dropping out. We also considered the length of time the student has spent in the Humanitas program to determine whether it has the cumulative effect that many teachers have claimed. Finally, we considered the opportunity-to-learn issue of whether Humanitas students are given intellectually demanding assignments by examining sample assignments and exams that teachers sent us.

It is important to recognize several possible influences on questionnaire data in the results below. First, respondents tend to report socially acceptable answers. Second, there may be a halo-effect for teachers' reports on a program in which teachers have a lot invested. Third, comparison students and teachers have little if any knowledge of what Humanitas is like and what they are "missing," whereas Humanitas students and teachers all have experienced non-Humanitas classes and have a broader range of experience to draw on in answering the questions; hence, it is difficult to know how to interpret differences in their perceptions.

For the purpose of this study, students with tenth grade (1988-89) CTBS language scores below the 35th percentile were defined as "high risk" students, and those with scores above the 65th percentile were defined as "low risk." In both Humanitas and comparison classes, a substantial proportion of the class was "high risk," although Humanitas classes tended to have fewer "high-risk" students (24% of the class, on average) than did comparison classes (39% on average), as might be expected of a voluntary program that emphasizes language skills. The proportion of "low risk" students was about the same in Humanitas (36%) as in comparison classes (33%).

## Student Achievement

Essay performance. To determine whether the Humanitas program improved students' essay performance, we used step-wise regression models with the following independent variables: (a) Humanitas versus comparison class, (b) tenth grade CTBS language scores, and (c) school attended; and we used the fall and spring essay scores as the dependent variables. The highlights are discussed here with Table 5 illustrating the pattern of effects on fall and spring essay scores.

In general, the results suggest that being in Humanitas had little effect on students' writing in the fall (as should be expected since students had been in the program only two months at that point) but did have a significant effect by spring. As Table 5 indicates, most of the fall essay performance was a function of students' language ability (CTBS measure) and school attended. Being in the Humanitas program, which consisted of only two months of experience by the time of the fall essay, helped to predict only two essay performance scales: "style" and "number of interdisciplinary references."

By spring, the Humanitas program seems to have had an impact on several aspects of essay performance, particularly on those dealing with conceptual understanding (i.e., "organization around concepts," "number of history concepts," and "interdisciplinary references.") On three other scales the Humanitas effect was not significant at the traditionally accepted $p<.05$ level, but was significant at somewhat higher propability of error ($p<.07$, .08, .12). On only one scale did the relative effect of Humanitas on writing appear to diminish over the year: by spring the "style" aspect of writing was no longer a function of being in Humanitas versus the comparison classes.

As expected, CTBS language scores strongly predicted essay performance in both fall and spring. This measure probably reflects some aspects of general intelligence and test-taking ability as well as language skills. The regression analyses also revealed that the school a student attended was a significant predictor of performance on most scales both in fall and spring. Attendance was not a significant predictor at all in previous analyses and was omitted from the final regression analysis models described above.

The pattern of results displayed in Table 6 illustrate that Humanitas students scored slightly higher than comparisons on all essay rating scales both in November (after two and a half months of class) and again in May. Interesting differences between Humanitas and comparison classes may be seen in several scales: (1) organization of the essay around one or more major historical concepts, (2) the number of history facts incorporated in the essay, (3) the number of

references to interdisciplinary pieces of information (e.g., literature, philosophy, art, science) and (4) the scope and quality of the essay.

Organization of the essay around major concepts is particularly important because research has shown this to be an important distinguishing feature of expert versus novice writing in history (Baker, Freeman & Clayton, 1990). Humanitas students made their largest gain on this scale while comparison students made virtually no improvement at all over time.

Humanitas as well as comparison students made gains over time in the number of interdisciplinary references and historical facts they used in their essays, but Humanitas students consistently scored higher. The latter result is particularly interesting since it tends to assuage the concern expressed by a few Humanitas teachers that students may be learning fewer facts because of the program's emphasis on major themes and concepts. With relatively high scores on the scope and quality of their essay content too, it appears that Humanitas students are benefitting from a conceptual approach as well as gaining facility with factual knowledge. Overall, the consistent if modest differences between Humanitas and comparison student essays suggests an important pattern.

Are the effects of the Humanitas experience on students' writing cumulative? To investigate the suggestion by many teachers that this is so, additional regression analyses were performed. Indeed, the expected results were confirmed by a step-wise regression model using (a) number of years in Humanitas (tenth and eleventh grade versus eleventh grade only), (b) CTBS language scores, and (c) school attended as the independent variables, and fall and spring essay performance as the dependent variables. As Table 7 indicates, students who had been in Humanitas two years performed better on all essay scales both in fall and spring. As before, CTBS language scores and school were also significant predictors for virtually all scales in both fall and spring.

What effect does the Humanitas program have on the thinking and writing of "high risk" students? A two-way ANOVA revealed that low-risk students made significantly better fall-to-spring gains on all essay performance scales than high-risk students, regardless of whether they were in Humanitas or comparison classes, i.e., they are better able to profit from instruction, as might be expected from their greater language facility.

Although being in Humanitas did not have a *statistically* significant effect on essay performance, the pattern of average gain scores displayed in Table 8 suggests that low-risk Humanitas students tended to gain slightly more on most scales than low-risk comparison students. Dismayingly, high-risk students in both Humanitas and comparison classes tended to do *worse* in spring than in fall, indicated by a negative gain score in the table, perhaps as a function of declining motivation. However, those in Humanitas did not regress as far as those in comparison classes on 5 of the 8 scales. Thus, students with low language ability seem to do somewhat better in Humanitas than in comparison classes despite the heavy written and oral language demands on students in Humanitas classes.

Intellectual rigor of class assignments. We examined the types of history and English assignments teachers said they gave and the amount the assignments counted towards the course grade, but we found no patterns distinguishing comparison and Humanitas courses. Both groups required papers, quizzes, unit

exams, and finals. However, when we looked at the nature of the 65 sample assignments that were submitted, about two-thirds of those sent by Humanitas teachers were essays whereas only 1 of the 24 sent by comparison teachers was an essay. Only about one-fifth of Humanitas assignments versus over two-thirds of the comparison assignments were multiple choice, short answer, or true-false tests. It is not clear how representative this sample of assignments was of the full range of assessments used by these teachers. However, it suggests the possibility of a major difference in classroom assessment approaches between Humanitas and comparison classes, worthy of future research. Additional support for this hypothesis comes from results of the teacher survey, in which teachers reported that Humanitas students write significantly more often than comparison students (H mean = 4.91, C mean = 3.89, t=2.49 (40 df), p<.05).

The last analysis of the assignments was a qualitative examination of the essay questions submitted. Since only one comparison teacher submitted an essay question, our examination focused primarily on Humanitas essay questions. Table 9 displays the comparison question and several Humanitas questions. As can be seen from the table, the comparison question is extremely broad and open with virtually no specifications whereas the Humanitas questions tend to be more specific.

An examination of the cognitive processes called for by the essay questions reveals that the single comparison essay question does not require the student to use any higher order thinking skills. The Humanitas essays as a group, on the other hand, call for a range of higher order thinking skills included in taxonomies proposed by Stiggins et al (1985) and Quellmalz (1985) (See Table 10).

Perceptions of academic achievement. In general, administrators (principals, vice-principals and counselors) gave Humanitas high marks for its positive effects on students' academic achievement (mean rating = 4.5 on a 5-point scale with 5 = a great deal and 1 = not at all). A counselor at one school remarked:

> *The program is wonderful and the students enjoy and relate to what they are learning.*

In general,Humanitas teachers felt that their Humanitas class had a strong positive effect on their students. As illustrated in Table 11, effects on students' factual knowledge, synthesizing ideas, questioning and analyzing, articulating thoughts, writing clearly and speaking in class received ratings of 3.66 to 4.31 on a 5-point scale. Humanitas teachers' ratings were significantly higher than comparison teachers' ratings on all but one of these effects.

Humanitas students rated their class experience more positively on all dimensions than did comparisons, although there were no statistically significant differences. It should be noted that the unit of analysis was the school rather than the individual, and with only seven schools participating, the effects would have to be very large to obtain statistical significance. Humanitas students rated their class nearly half a scale point higher than comparison students did for its effects on their writing. They gave their class its highest marks for its effect on their understanding of history and on their being able to put ideas together and see relationships.
(See Table 12.)

CTBS scores and English grades. T-tests failed to reveal any evidence that Humanitas had an effect on students' English grades or CTBS scores.

## Student Attitudes and Attendance

Administrators' and teachers' perceptions. Administrators gave Humanitas strong marks for its impact on student attitudes toward school (a mean rating of 4.6 on a 5-point scale) and moderately high marks (mean ratings = 4.2) for its impact on students' college plans.

Humanitas teachers a'so felt their classes had a strong affect on student attitudes. As illustrated in Table 13, teachers rated all five attitude areas from 3.69 to 4.15 on a 5-point scale. According to teachers, Humanitas classes improved students' academic self-confidence, enjoyment of school and learning, sense of responsibility for learning and achieving, and working well both independently and in groups. In three of these five areas Humanitas teachers' ratings were significantly higher than those of comparison teachers.

According to teachers, significantly more Humanitas students do their homework, display interest in class, and are cooperative with and supportive of other students (see Table 13).

Significantly more Humanitas teachers than comparisons report that their students discuss ideas for assignments with them and talk to them about career or college plans. There were no significant differences in the proportion of students who visit informally with their teachers between classes or discuss personal concerns with them. Table 14 displays these results. Several Humanitas students volunteered comments on their surveys that support their teachers' views:

> *I thank my Humanitas teachers for being so supportive and understanding with me. Especially for those teachers who actually took time of their own to help me out in my trouble spots. Experiencing two years in Humanitas, I know [sic] feel more confident and competitive.*

> *Humanitas teachers are more caring and willing than teachers of other classes. I am more on a personal bases [sic] with them. Meaning I can talk to them not just as a student but also a friend!*

One comparison teacher wrote on the survey that "Humanitas motivates students who would otherwise tune out" and that they "get the feeling of being in a special program with good teachers." Another observed that Humanitas helps prepare students for college.

Student self-report. As displayed in Table 15, there were no statistically significant differences between Humanitas and comparison students in their perception of class difficulty (based on t-tests using the school as the unit of analysis), but there was a consistent pattern across all the questions. Humanitas students tended to feel their teachers expected more of them, the assignments were more difficult, and there was more class discussion, assigned reading, and writing. Many, many students wrote comments on the survey indicating they liked and appreciated the program, but a few made it clear the program was not for them. It should be noted that a few students at some of the schools are scheduled

into the Humanitas classes because of course scheduling necessities, not because they particularly want to take the classes. The range of responses to the program is indicated by the following voluntary comments:

*This year was an exciting year.*

*I wish we would have this class next year.*

*I want to commend you, Ms.G., for always pushing us to our limits. This class has helped me tremendously, not only academically, but in knowing myself and finding my weaknesses and strengths and to strengthen those weaknesses. You made the class so interesting, as if we were really there. It was great. I guess you just have a way with students in winning their hearts. Thank you!*

*Humanitas is a good educational experience but the students who attend the class usually don't like it because of the hard work. The class does not let [in] the right students who are serious about their future. The students do not understand that this hard work will pay off in the future, and besides, college is full of hard work anyway and they don't pamper you like they do in this class.*

*I don't like one of the teachers, she's a slave driver many times of the day. She should loosen up. I have to put up with her attitude for two whole semesters. I can't stand her, she's the main reason I don't ever want to take Humanitas again.*

*I took Humanitas because it seemed interesting, but it is too difficult to get (I mean understand). If I knew how hard it was just to get a D+ I would of [sic] taken regular English and History. I suggest that students who have a lot of time to take to understand and study should take Humanitas.*

On the spring 1990 student survey, as in the fall 1989, there were no significant differences between student groups in their report of how frequently they come to class on time, finish assignments on time, put effort into their work, and participate in class discussions. However, several student comments written on the survey indicated that some Humanitas students are motivated to work harder and participate because of the interesting curriculum and instruction, as evidenced by the following quotes:

*I feel that the Humanitas program is a lot better than the regular classes. But is a bit like the Honors program. Humanitas interrelates with each other. You have a better understanding of the topics being studied. Because you get more into the stuff, you are willing to work harder to find a new way of working things out. Especially Ms.G. makes it more interesting.*

*I like the program and I cannot wait for next year!*

A majority of Humanitas students reported that they enjoy reading and writing more since they entered the program, but there were no significant differences between Humanitas and comparison students. There were also no strong patterns in self-ratings of confidence in students' ability to think, write, express themselves orally, and handle difficult assignments.

However, when comparing fall to spring changes in the degree of confidence in their ability to express themselves orally, Humanitas students showed a significant increase in confidence (primarily from the "only a little confidence" category to the "somewhat confident" category, whereas comparison students remained the same over time. (See Table 16 for details of the Chi Square results). Humanitas students commented on their questionnaires:

*Group discussions are great!*

*In tenth grade when I entered Humanitas I learned how to express myself on paper. I learned how to expand an essay question. I also became less timid when I had to speak in front of the class.*

Humanitas students showed a similar, significant gain over time in their estimation of how much they knew about the topic they chose to write the essay on, whereas comparison students' estimations remained the same. For both variables, Chi Square analyses showed significant improvement for Humanitas and insignificant change for comparison students. (See Table 16.)

There were also no significant differences between groups in their report of attitudes toward working with other students. Many of the Humanitas teams utilize cooperative learning groups, and this emphasis on group skills seems to benefit many students, but a few are aware of disadvantages too, as evidenced by the following comments:

*Humanitas has been as a family for me because since I started to work as a group with other students I learned the responsibility that you must have and cooperation between each other. I have learned a lot from Humanitas program.*

*It's a good program...but...seeing the same people for three classes in a row limits one to meeting different people...and seeing the same people is cool because of how close we become; however one needs to be exposed to as many people as possible to be better prepared for college and the real world.*

Of the 336 students in the Humanitas program at the seven schools studied, fewer than 3% dropped out of the program. Those who left the program seemed to do so for two main reasons: lack of willingness to work, and lack of basic language skills. Ten Humanitas students at one school and three at another were asked by coordinators not to continue with the program next year because of their lack of interest and willingness to do the work. Fifteen at another school dropped out of the program after the first semester because they had extremely limited English proficiency, and the amount of reading and writing was too much for them. Several students commented on their questionnaires that the Humanitas program is difficult for students who are still learning English. The rest of those who dropped out of the program did so because of moving away (6) or pregnancy (1). Four other students who moved away, however, chose to take long bus rides each day in order to continue to attend the Humanitas program.

**College Orientation.**

Humanitas and comparison students in the seven schools did not differ significantly in their report of future educational plans; just under two-thirds of each group plans to attend a 4 year college and about a fifth plan to go to a 2 year college. However, over two-thirds of the Humanitas students feel more in control of their future than prior to being in the program, feel they know about more options for their future, and feel Humanitas has encouraged them to attend college, as evidenced by the following comments:

> *The Humanitas program has had a great effect in my academic life. It has increased my urges to attend college and become successful. [My three teachers] are excellent teachers that should be recognized for their effort put in the program.*
>
> *I feel that this program is really preparing us for college and will continue doing so. I encourage for those students who are not in this program to think about taking it. It will help them out a lot.*
>
> *The Humanitas program helped me find out what I want for myself. Who I am. What I enjoy doing that I can make into a profession.*

Our case study of a single school looked at several variables related to college plans for the 1989 senior class and for senior Humanitas students of 1988-89 and 1989-90: the number and type of colleges applied to, whether the student was "UC-qualified" (i.e., had taken sufficient college track classes to qualify for application to a University of California), the proportion who took the SAT, the number of honors or advanced placement classes taken (noting that honors credit was given for the 1989-90 twelfth grade Humanitas English class because of the difficulty of the work required), and the student's grade point average (GPA). These figures were compiled by the college counseling office.

Figure 1 summarizes the differences in college orientation between Humanitas and non-Humanitas seniors. In general, Humanitas students have better grades, take more difficult (honors and AP) and college-required courses, take the SAT and apply to four year colleges more than the non-Humanitas seniors.

Some statistics on the advanced placement (AP) program suggest that Humanitas has not simply attracted all the most capable students. There are a number of students in AP classes who are not Humanitas students. Among the class of 1989, for example, there were 87 AP exams taken, yet only 23 of these (about one-fourth) were taken by Humanitas students (n=15).

In informal interviews several teachers that the program includes a wide range of students from remedial to gifted and that over time the program prepares students for more difficult oral and written work. They noted that the differences between Humanitas and other students, especially in essays and oral discussions, are particularly evident by twelfth grade. The twelfth grade Humanitas English teacher noted that the school classified her course as an honors class because of the difficulty of the work.

## Discipline, Attendance and School Leaving

Figure 2 shows the average number of referrals to the office and average number of days students were suspended over the past two school years (88-89

and 89-90) for this year's eleventh grade Humanitas and comparison students across three schools for which such data were available. There were no statistically significant differences with such a small number of schools, but it appears that Humanitas students showed lower increases in problems over time. It should be noted, however, that both referrals and suspensions are relatively rare occurrences in both Humanitas and comparison classes.

Figure 3 shows the number of days absent from school for Humanitas and comparison students over three semesters for which data were available. There were no statistically significant differences, but the pattern is interesting. During both semesters of their tenth grade year (prior to Humanitas), the groups were somewhat similar, but the future Humanitas students had slightly higher absenteeism. However, during the fall of this year (after one semester in the program), Humanitas students averaged slightly fewer absences than comparison students.

The records from Jefferson High suggest that the rate of attendance (at least for eleventh and twelfth graders) may increase with time spent in the Humanitas program. Attendance rates before and during the program were compared for eleventh and twelfth grade students who were new in the Humanitas program this year versus the rates for students in their second and third years of the program. As Figure 4 shows, first year Humanitas students' attendance was about the same for the first semester of the year before they entered the program as it was for their first three months in the program (86% and 87% respectively). However, the attendance rates for students in their second and third years of the Humanitas program were higher (91% and 94%). Overall attendance for the school during the same time period was only 76%.

Administrators felt Humanitas has a moderately positive impact on student attendance (mean rating = 4.1 on a 5-point scale). Teachers agreed. According to them, significantly more Humanitas than comparison students regularly attend class (see Table 13). Chi Square analyses revealed that comparison students said their attendance dropped off slightly in spring, whereas Humanitas students' reports of attendance remained about the same. (See Table 17.)

As shown in Table 18, Humanitas students were absent less than comparison students regardless of risk level. , As might be expected high risk students were absent more often than low risk students, and this was true in both Humanitas and comparison classes. A two-way ANOVA was significant for both program and risk level at the $p<.05$ level of significance. Clearly the range of absences among high risk comparison students was much higher than those of high risk Humanitas students. About three-fifths of the high-risk comparison students were absent more than 10 days during fall 1989 (some as many as 58 days), whereas less than two-fifths of the high-risk Humanitas students were absent more than 10 days.

Slightly more comparison than Humanitas students dropped out of school (or moved with no transfer information): 15% compared to 11%. About the same proportion of high risk students in Humanitas and comparison classes dropped out of school. However, slightly more low risk comparison students dropped out of school (12.5%) than low risk Humanitas students(3.3%) (see Table 19), but a Chi Square test failed to describe this difference as statistically significant at the standard $p<.05$ level.

## SUMMARY AND CONCLUSIONS

This evaluation study was designed to document some of the major effects of the Humanitas program on students, many of whom come from lower socioeconomic backgrounds. The conclusions are based on data from questionnaires, school records, performance assessments, and course assignments. In general, Humanitas classes in this study were slightly larger than comparison classes but had fewer students with very low language proficiency, as might be expected from a voluntary program with such an emphasis on reading, writing and speaking.

Regression analyses revealed that the Humanitas Program had a positive effect on students' thinking and writing in history, particularly on their conceptual understanding. Humanitas students tended to write slightly better essays than comparisons both in fall and spring and made the largest gain over time in organization of their essay around major concepts, a feature shown by research to distinguish expert from novice writing in history. Humanitas students consistently incorporated more historical facts and interdisciplinary references in their essays than comparison students. Furthermore, among eleventh grade Humanitas students, those who had spent tenth grade in Humanitas wrote better all year long than those who had been in regular tenth grade classes. High risk students (with very low language ability) tended to regress in writing performance over time, but those in Humanitas regressed less than comparison high-risk students. Future research might explore such possible explanations as lack of motivation and practice.

Teachers reported that Humanitas students write more often than comparison students. This was reinforced by analyses of class assignments, which suggested that comparison teachers tend to rely more heavily on short answer, multiple choice, and true-false tests whereas Humanitas teachers rely more heavily on essay tests. Humanitas essay prompts tended to make heavy cognitive demands on students to utilize prior knowledge from several sources and apply it to new situations to make predictions or solve problems.

Students, teachers, and administrators tended to rate the Humanitas class experience more positively than comparison classes on all dimensions, such as its effects on student writing, synthesizing ideas, and understanding the world. Administrators and teachers agreed that Humanitas has a positive effect on students' attitudes toward school. Teachers saw effects on academic self-confidence, interest, willingness to work, and interaction of students with teachers about assignments and career concerns.

Students, especially those considered at high risk of failing due to low CTBS scores, tended to feel the Humanitas teachers held higher expectations and gave harder assignments, more reading and writing, and had more class discussions than did comparison classes. Students also thought Humanitas teachers encouraged them to attend college.

The case study of one school indicated that Humanitas seniors took more college-oriented courses and applied to four-year colleges far more than non-Humanitas seniors.

There were no statistically significant differences or strong patterns between Humanitas and comparison students in their attitudes toward working

with peers, future educational plans, or confidence in their abilities. However, over time, Humanitas students seemed to increase their confidence in oral expression and in their knowledge about the writing topic relative to comparison students. High risk Humanitas students grew in confidence about the writing task more than did high risk comparisons.

Very few students dropped out of the Humanitas program (less than 3%). The two most common reasons were lack of willingness to do the work and extremely limited English language proficiency.

Slightly more comparison than Humanitas students dropped out of school or moved with no transfer information (15% compared to 11%).

The pattern of absences in school records and in fall-to-spring reports by students suggest that Humanitas students do not increase their absences as much with time as comparison students do, particularly the "high risk" students. Both teachers and administrators felt the Humanitas program reduced attendance problems. A study of one school's records compared new with experienced Humanitas students and suggested that attendance rates improve with time spent in the program.

Many students praised the program in their comments on the student questionnaire; very few had anything negative to say. Comments such as, "I really enjoy the program and I cannot wait till next year!" are not commonly heard in schools today, yet several students said such things about Humanitas. One student still learning English as a second language, summed up many of the program's effects on students in a voluntary written comment at the end of the questionnaire:

> *Went [sic] I first entered the Humanitas program I was afraid in a way that my abilities were not strong enough to stay in the program. I thought that the program was not for me. But as I got more into the program my feelings changed. Now I'm very happy to be in the program not only to be recognize as a Humanitas student but because I have learned many things from the programs, teachers, and fellow students. All the teachers in the program support you in any way as most of the students. They are always there when you need them and they are very constantly [sic] with their lessons and study skills. They motivate you to continue and to settle your goals toward the future. I really enjoy being in the program.*

The results of this study provide evidence of the effectiveness for students, including those at high risk of school failure, of a model program for school reform.

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Table 1

School Background Characteristics

| School | Senior CAP Scores 1989 Reading | | Math | | | | | Average Attendance Rate |
|---|---|---|---|---|---|---|---|---|
| | score | %ile rank | score | %ile rank | % AFDC | SES* | % LEP | |
| #1 | 151 | 2 | 173 | 3 | 31.6 | 1.7 | 1.3 | 82.3 |
| #2 | 198 | 16 | 217 | 17 | 8.5 | 2.7 | 6.3 | 87.3 |
| #3 | 135 | 1 | 161 | 2 | 48.6 | 1.3 | 28.9 | 81.3 |
| #4 | 168 | 5 | 183 | 5 | 27.6 | 1.3 | 17.8 | 87.0 |
| #5 | 227 | 33 | 275 | 65 | 1.6 | 3.7 | 9.3 | 88.8 |
| #6 | 259 | 57 | 281 | 69 | 13.1 | 2.9 | 12.1 | 84.0 |
| #7 | 172 | 6 | 197 | 9 | 17.2 | 1.8 | 6.6 | 82.4 |
| state average | 250 | 50 | 250 | 50 | 9.9 | NA | 7.0 | NA |

* SES is based on students' reports of parents' educational level. 1=parents did not complete high school, 3=parents attended some college, 5=parents with advanced degrees.

Table 2

Student Characteristics by School
Fall 1989

| | Gender (%) | | Ethnicity (%) | | | | | CTBS-Lang. 1988-89 Median | Expect Attend College (%) |
|---|---|---|---|---|---|---|---|---|---|
| | M | F | Blk | Asian | Latin | Cauc | Other | | |
| School # 1 H | 35 | 65 | 3 | 32 | 65 | 0 | 0 | 59.0 | 90 |
| C | 25 | 75 | 18 | 6 | 56 | 0 | 19 | 22.5 | 93 |
| School # 2 H | 42 | 58 | 26 | 15 | 43 | 6 | 11 | NA | 83 |
| C | 24 | 76 | 27 | 36 | 23 | 5 | 10 | NA | 100 |
| School # 3 H | 41 | 59 | 2 | 0 | 92 | 0 | 6 | NA | 89 |
| C | 50 | 50 | 0 | 0 | 90 | 0 | 10 | NA | NA |
| School # 4 H | 57 | 43 | 0 | 3 | 95 | 0 | 2 | 50.0 | 73 |
| C | 50 | 50 | 0 | 0 | 100 | 0 | 0 | 29.0 | 53 |
| School # 5 H | 65 | 35 | 23 | 19 | 23 | 15 | 19 | 58.5 | 92 |
| C | 46 | 54 | 8 | 8 | 23 | 31 | 31 | 54.0 | 87 |
| School # 6 H | 50 | 50 | 7 | 7 | 24 | 52 | 10 | 74.0 | 96 |
| C | 61 | 39 | 5 | 29 | 62 | 5 | 0 | 59.0 | 93 |
| School # 7 H | 47 | 53 | 5 | 0 | 95 | 0 | 0 | 43.0 | 96 |
| C | 29 | 71 | 7 | 7 | 86 | 0 | 0 | 58.0 | 100 |
| Average % H | 48 | 52 | 9 | 11 | 62 | 10 | 7 | 59.0 | 88 |
| C | 41 | 59 | 9 | 12 | 63 | 6 | 10 | 40.0 | 88 |

Table 3

Teachers' Descriptions of Humanitas and Comparison Classes
Fall 1989

| | T perceptn of s-ability | | % LEP | | % Low Effort | | % New to School | | Integr. Essay Difficulty | | Integr. Essay Experience | | # Essays Sep-Dec | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | H | C | H | C | H | C | H | C | H | C | H | C | H | C |
| Sch 1 | mixed | avg. | 50 | 50 | 2 | 25 | 0 | 8 | 4 | 4 | Y | N | 7 | 12 |
| 2 | mixed | high | 30 | 33 | 60 | 20 | 10 | 1 | 4 | 2 | Y | N | 3 | 7 |
| 3 | mixed | NA | 33 | NA | 20 | NA | 0 | NA | 3 | NA | Y | NA | 7 | NA |
| 4 | mixed | mixed | 45 | 25 | 02 | 50 | 0 | 5 | 3 | 4 | Y | N | 10 | 0 |
| 5 | mixed | low | 16 | 10 | 12 | 40 | 20 | 3 | 3 | 3 | Y | Y | 1 | 1 |
| 6 | avg. | mixed | 10 | 30 | 15 | 60 | 3 | 0 | 3 | 3 | Y | N | 4 | 1 |
| 7 | low | mixed | 50 | 0 | 75 | 20 | 0 | 5 | 4 | 3 | Y | N | 1 | 4 |
| Avg. | mixed | mixed /avg. | 33 | 25 | 27 | 36 | 5 | 4 | 3.4 | 3.2 | Y | N | 4.7 | 4.2 |

Table 4

Inter-Rater Reliability for Essay Scoring

| Rating Scale | Pearson Product Moment Correlation | % Agreement |
|---|---|---|
| Style | .87 | 99 |
| Content quality | .87 | 100 |
| Organization | .86 | 100 |
| Organization re concepts | .87 | 99 |
| Number of history concepts | .81 | 100 |
| Number of history facts | .89 | 96 |
| Number of interdis refs | .88 | 99 |
| Accuracy | .69 | 99 |

(Percent agreement defined as the raters being within one score point of each other.)

Table 5

Predictors of Fall and Spring Essay Performance, Humanitas and Comparison Students

| | Independent Variables | | | | | |
|---|---|---|---|---|---|---|
| | Hum/Comp | | CTBS | | SCHOOL | |
| | fall | spring | fall | spring | fall | spring |
| style | .01 | ns | .001 | .001 | .05 | .05 |
| org of content | ns | (.07) | .01 | .001 | .01 | .05 |
| quality | ns | (.12) | ns | .001 | .05 | .001 |
| org of concepts | ns | .005 | ns | .001 | .05 | .05 |
| # hist concepts | ns | .005 | ns | .001 | .01 | .001 |
| # hist facts | ns | (.08) | ns | .001 | ns | .001 |
| interdis refs. | .01 | .05 | .01 | .01 | .005 | ns |
| accuracy | ns | ns | .001 | .001 | .01 | ns |

Fall N = 174; Spring N = 130.

Based on step-wise regression models with listwise deletion of missing cases (i.e. involves only students for whom there is data for all variables).

Table 6

Gains in Essay Performance Over Time,
Means By Group

(N=6 schools)

| | | Fall | Spring | Gain |
|---|---|---|---|---|
| Style | H | 3.31 | 3.52 | +.21 |
| | C | 3.13 | 3.31 | +.18 |
| Org. of Content | H | 3.26 | 3.57 | +.31 |
| | C | 3.14 | 3.24 | +.10 |
| Content Quality | H | 3.08 | 3.44 | +.36 |
| | C | 2.94 | 3.11 | +.17 |
| Org. re concepts | H | 3.10 | 3.51 | +.41 |
| | C | 3.03 | 3.05 | +.02 |
| # Hist. concepts | H | 2.00 | 2.30 | +.30 |
| | C | 1.84 | 1.95 | +.11 |
| # Hist facts | H | 2.34 | 2.72 | +.38 |
| | C | 2.23 | 2.63 | +.40 |
| # Interdisc. Refs | H | 1.71 | 2.04 | +.33 |
| | C | 1.35 | 1.63 | +.28 |
| Accuracy | H | 3.71 | 3.94 | +.23 |
| | C | 3.65 | 3.77 | +.12 |

Table 7

Predictors of Fall and Spring Essay Performance, as a Function of Time in Humanitas (Humanitas Students Only)

| | Independent Variables | | | | | |
|---|---|---|---|---|---|---|
| | Hum/Comp | | CTBS | | SCHOOL | |
| | fall | spring | fall | spring | fall | spring |
| style | .001 | .005 | .001 | .001 | .001 | .001 |
| org of content | .001 | .01 | .05 | .001 | .001 | .005 |
| quality | .001 | .005 | .05 | .001 | .001 | .001 |
| org of concepts | .001 | .001 | .05 | .001 | .001 | .001 |
| # hist concepts | .01 | .01 | .05 | .005 | .01 | .001 |
| # hist facts | .05 | .001 | ns | .001 | ns | .001 |
| interdis refs. | .01 | (.10) | .05 | .05 | .001 | (.10) |
| accuracy | .01 | .01 | .01 | .005 | .001 | .05 |

Fall N = 110; Spring N = 89.

Spring data include only those students who also wrote a fall essay. Based on step-wise regression models with listwise deletion of missing cases (i.e. involves only students for whom there is data for all variables).

Table 8

Fall to Spring Gains in Essay Performance Among High-and Low-Risk Students in Humanitas

| | | Low Risk | High Risk | Hi vs lo Risk Anova | |
|---|---|---|---|---|---|
| | | $\bar{y}$ | $\bar{x}$ | F | P |
| Style | | | | | |
| | H | .31 | -14 | 4.103 | .05 |
| | C | .37 | -04 | | |
| Content org | | | | | |
| | H | 47 | -11 | 5.909 | .05 |
| | C | 43 | -42 | | |
| Qual | | | | | |
| | H | 59 | -08 | 10.338 | .005 |
| | C | 50 | -54 | | |
| Org re Concept | | | | | |
| | H | 31 | -25 | 4.621 | .05 |
| | C | 10 | -63 | | |
| # hist concepts | | | | | |
| | H | 36 | 17 | 2.822 | (.10) |
| | C | 33 | -50 | | |
| # hist facts | | | | | |
| | H | 93 | 22 | 5.227 | .05 |
| | C | 63 | -50 | | |
| Interdisc. | | | | | |
| | H | 23 | -33 | .918 | NS |
| | C | 00 | 17 | | |
| accuracy | | | | | |
| | H | 11 | 03 | .567 | NS |
| | C | 30 | -04 | | |
| (N) = | | | | | |
| | H | (37) | (18) | | |
| | C | (15) | (12) | | |

H vs C ANOVA for all scales = N.S.

(Negative number means a lower spring score)

Table 9

Sample Essay Assignments
Submitted by Teachers

Comparison Class Essay Assignment

Write about a topic you're interested in and know something about, using questions to discover what to say. Select a topic suitable for the classroom, and write something you are willing to share with your classroom.

Humanitas Class Essay Assignments

(1) Integrating materials that you have learned in all three classes under the general heading of revolutions -- specifically, the Reform Movement, the Industrial Revolution, Civil Disobedience, Trancendentalism and Romanticism in literature and in art and architecture, the Ecological Movement, etc. -- trace the philosophical roots of present ecological movements. (That is, discuss 19th century influences on current thought.) Rachel Carson speaks of returning to a Utopian way of life. In light of all that you have studied, is this return possible or even desirable? Use examples from art, architecture, history, literature, and science. Be sure to organize your essay using the basic five-paragraph structure with a strong controlling statement.

(2) Today in America there are numerous social, political and cultural revolutions brewing. Choose one movement about which you feel strongly. Now...You are the leader of this particular movement. At this moment there are 100,000 people assembled in the Los Angeles Coliseum waiting for you to address them on the status of the "revolution." What can you say that will motivate these people to follow you into action? How can you inspire others to challenge their old views and side with you?

Write a 5-minute speech using Paine, Henry, and King for models outlining the grievances that brought you to this critical time in history. Include a viable plan of action to bring about change.

(3) In what ways have immigrants helped to create the soul of America? Describe the cultural conflicts they encounter and how these conflicts distort the American Dream. To illustrate your ideas, use lecture notes, film reviews, and specific examples from <u>The Adventures of Huckleberry Finn</u>.

Table 10

Summary of Intellectual Process Reflected in Terms Used in Essay Assignments

| | Sch #1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
|---|---|---|---|---|---|---|---|---|
| | (1) | (1) | (8) | (7) | (2) | (2) | (7) | (27)* |
| Define/Identify | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 2 |
| Describe | 1 | 0 | 0 | 3 | 1 | 0 | 0 | 5 |
| Discuss | 1 | 0 | 4 | 0 | 1 | 2 | 1 | 9 |
| Evaluate/Assess | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 3 |
| Explain | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 |
| Relate | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Cause and/or Effect** | 0 | 1 | 4 | 0 | 0 | 0 | 1 | 6 |
| Support/facts | 0 | 0 | 3 | 0 | 0 | 2 | 0 | 5 |
| Compare and/or Contrast** | 0 | 0 | 3 | 0 | 0 | 0 | 1 | 4 |
| Apply | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 |
| Integrate/Incorp | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| Total | 3 | 1 | 20 | 4 | 3 | 5 | 4 | 40 |

* The number in the parenthesis is number of essay assignments provided by each class

** All the terms were directly mentioned in the essay assignments except "support/facts" and "cause and/or effect", which were inferred from very evident instructions, such as "find an example for each idea" and "how myths affect history".

Table 11

Teachers' Reports of
Effects of Humanitas and Regular Classes
on Student Achievement*
Over Eleventh Grade (1989-90)

| | Humanitas N=33 | Comparison N=10 | t-test P value |
|---|---|---|---|
| Factual knowledge | 3.82 | 3.10 | .05 |
| See relationships, synthesize ideas | 4.31 | 2.80 | .001 |
| Question, analyze, evaluate | 4.03 | 2.90 | .001 |
| Write clearly | 3.66 | 3.00 | N.S. |
| Articulate thoughts and speakup in class | 4.27 | 3.10 | .001 |

* Mean ratings based on a 1-5 scale, with 1 = no effect,
5 = very strong positive effect,
3 = moderate positive effect.

Table 12

Students' Report of
Class Effects on Achievement

Spring '90

| | Humanitas n=7 | Comparison n=7 | t-test P value |
|---|---|---|---|
| Understand history | 4.12 | 3.82 | NS |
| Writing | 3.74 | 3.30 | NS |
| Speaking in class | 3.69 | 3.49 | NS |
| Put ideas together & See relationships | 3.96 | 3.65 | NS |

Based on 5-pt. scale with 5= very strong positive effect,
3= moderate positive effect, 1= no effect

Table 13

Teachers' Ratings of
Students' Class Behaviors and Attitudes
Spring 1990

| | Humanitas N=33 | Comparison N=10 | t-test P value |
|---|---|---|---|
| Behaviors | | | |
| Come to class on time | 4.48 | 4.30 | N.S. |
| Attend class regularly | 4.52 | 4.00 | .05 |
| Do homework | 3.97 | 3.00 | .005 |
| Display interest in class | 4.32 | 3.50 | .005 |
| Cooperate with and support other students | 4.56 | 3.60 | .05 |

* Based on a 5-point scale with 5 = 80-100% of students usually exhibit this behavior, 1 = less than 20% do.

| | | | |
|---|---|---|---|
| Attitudes | | | |
| Work well independently | 3.69 | 2.80 | N.S. |
| Work well in groups | 4.15 | 3.80 | N.S. |
| Academic self-confidence | 3.82 | 2.89 | .005 |
| Enjoy school and learning | 4.15 | 3.00 | .05 |
| Sense of responsibility for learning and achieving | 4.06 | 2.90 | .005 |

* Mean ratings based on a 1-5 scale, with 1 = no effect,
5 = very strong positive effect,
3 = moderate positive effect.

Table 14

Teachers' Report of Students'
Interactions with Teachers
Spring 1990

| | Humanitas N=33 | Comparison N=10 | t-test P-value |
|---|---|---|---|
| Visit informally between classes | 4.55 | 3.40 | NS |
| Discuss ideas for assignments | 4.48 | 3.70 | .01 |
| Discuss career or college plans | 4.06 | 2.90 | .01 |
| Discuss personal concerns | 3.91 | 3.20 | NS |

Means based on a 5-point scale with 1 = No students,
3 = 4-6 students,
5 = 10 or more

Table 15

Students' Rating of
Class Difficulty

Spring '90

| | Humanitas n=7 | Comparison n=7 | t-test p-value |
|---|---|---|---|
| Teacher expectations for students' performance | 4.45 | 3.99 | NS |
| Difficulty of assignments | 3.93 | 3.66 | NS |
| Amount of class discussion | 4.41 | 4.04 | NS |
| Amount of assigned writing | 4.40 | 3.85 | NS |
| Amount of assigned reading | 4.34 | 3.94 | NS |

Based on a 5-pt. scale with 1 = very low, 3 = moderate, and 5 = very high

Table 16

Fall to Spring Gains in Humanitas
Students Confidence

Confidence in ability to express self orally

| | | Not at all | Only a little | Somewhat confid. | Very confid. | |
|---|---|---|---|---|---|---|
| Hum. | Fall | 3.2% | 27.8 | 35.9 | 33.1 | $chi^2 = 13.96$ |
| | Spring | 1.3 | 15.8 | 47.4 | 35.5 | $p < .005$ |
| Comp. | Fall | 4.0 | 23.4 | 44.4 | 28.2 | $chi^2$ =NS |
| | Spring | 1.7 | 22.6 | 38.3 | 37.4 | |

How much did you know about the topic you wrote on?

| | | a lot | moderate | a little | not much | |
|---|---|---|---|---|---|---|
| Hum. | fall | 10.9% | 57.1 | 29.8 | 2.1 | $chi^2= 8.62$ |
| | spring | 12.7 | 67.0 | 18.1 | 2.3 | $p < .05$ |
| Comp. | fall | 9.8 | 53.3 | 23.8 | 13.1 | $chi^2$ = NS |
| | Spring | 8.8 | 56.8 | 28.8 | 5.6 | |

Table 17

Fall to Spring Changes in
Students' Attendance

How often do you attend class?

| | | Seldom | Sometimes | Often | Nearly always | |
|---|---|---|---|---|---|---|
| Hum. | Fall | 1.2 | 2.0 | 11.3 | 85.4 | $Chi^2$ = |
| | Spring | .8 | 3.4 | 16.5 | 79.2 | NS |
| Comp. | Fall | 2.5 | 2.5 | 10.8 | 84.2 | $Chi^2 = 8.65$ |
| | Spring | .0 | 2.5 | 22.7 | 74.8 | $P < .05$ |

Table 18

Average Absences of High and Low Risk Students by Group

Fall 1989

| | Humanitas mean (n) | Comparison mean (n) |
|---|---|---|
| Low Risk | 6.21 (33) | 9.21 (19) |
| High Risk | 9.39 (23) | 16.90 (39) |

2-way ANOVA:

F (Low/High Risk)=5.75, 1 df, significant at $p<.05$
F (H/C)=5.99, 1 df, significant at $p<.05$

Table 19

School Dropout Rates of Low-and High-Risk Students in Humanitas and Comparison Classes

| | Dropout | Remain | N | |
|---|---|---|---|---|
| Low Risk | | | | |
| Humanitas | 3.3% | 96.7% | 61 | $Chi^2=2.96$ |
| Comparison | 12.5% | 87.5% | 32 | $p< .08$ |
| High Risk | | | | |
| Humanitas | 6.3% | 93.8% | 32 | $Chi^2=NS$ |
| Comparison | 4.4% | 95.6% | 45 | |

Figure 1

College Orientation of Humanitas and Non-Humanitas Seniors
From Case Study of School #3

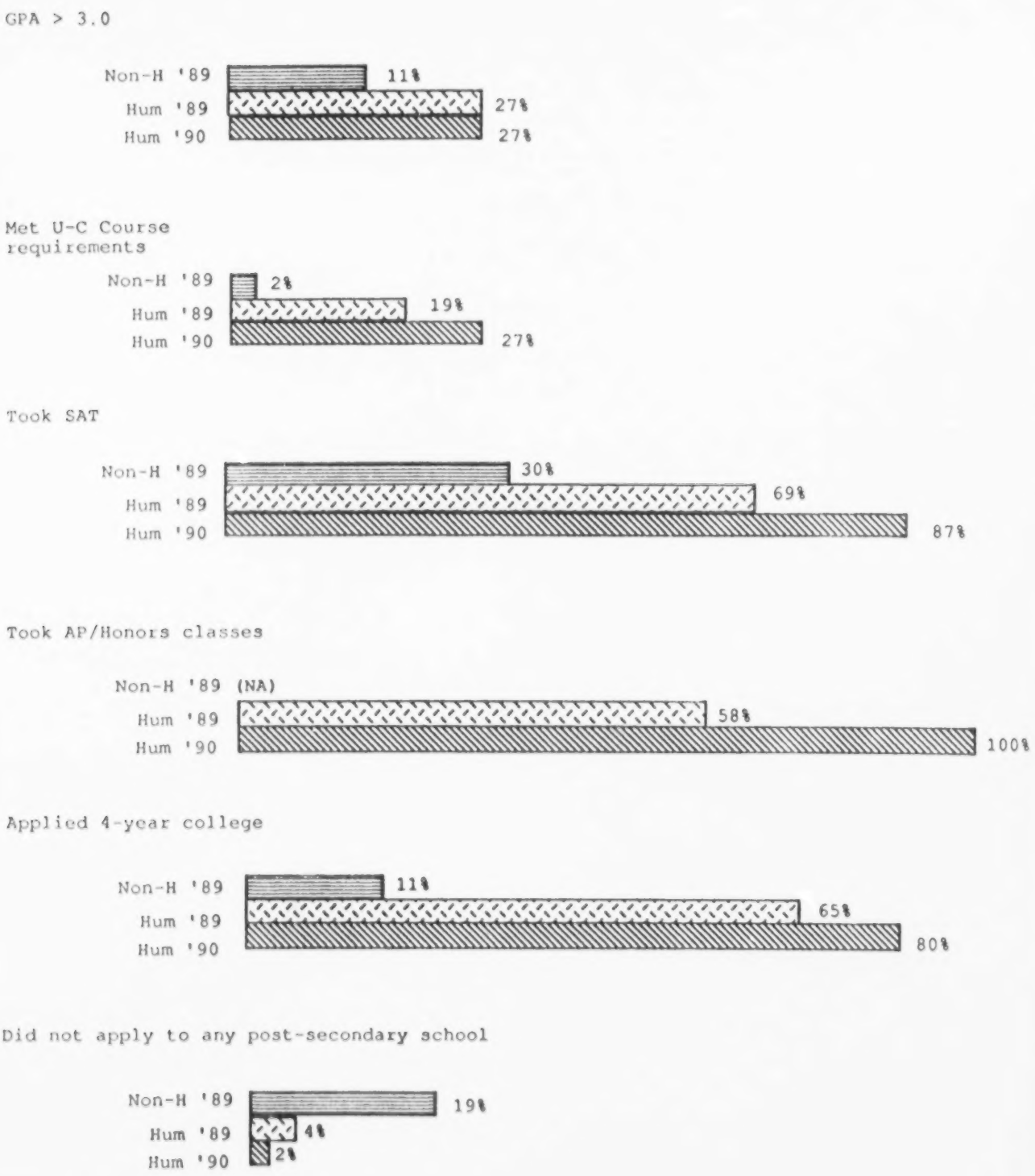
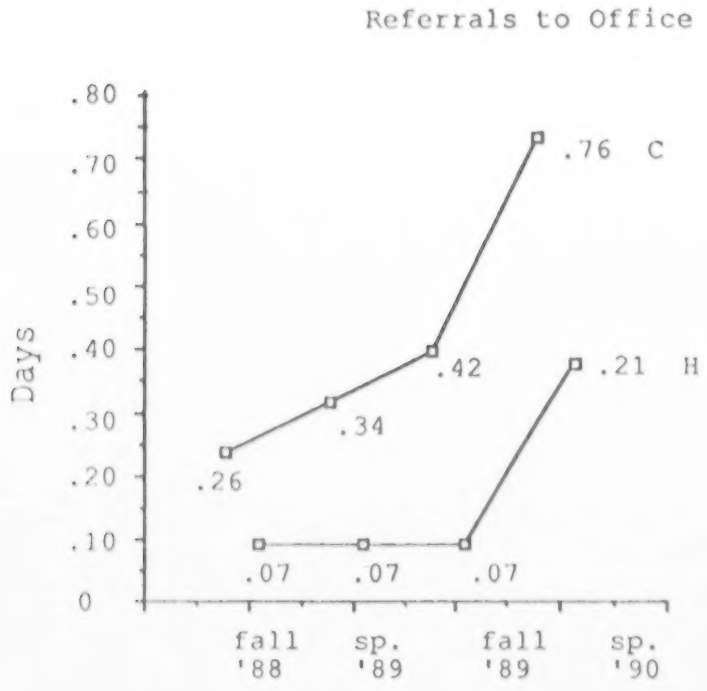


Figure 2

Number of Referrals to Office and Days Suspended for Humanitas and Comparison Students



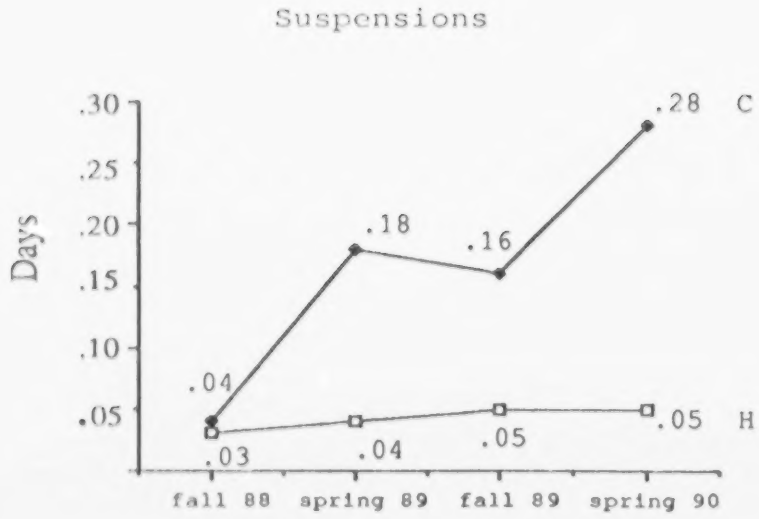
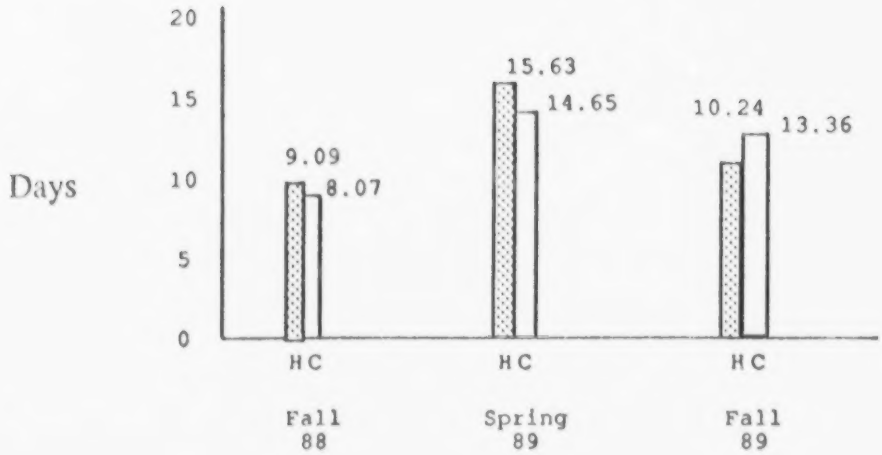



Figure 3

Students' Days Absent by Group

Fall 88 - Fall 89




N = 4 schools

t-tests not signif.

Figure 4

Student Attendance Before and During Program,, By Program Experience